INTRODUCTION

Primary education is the most important pathway in one's journey towards the world of knowledge and education. Therefore an effective primary education system is highly necessitated in a country like India which gives prime importance to education in its progress.

One of the major facets of primary education system is the "teacher" who occupies the pivotal position. Without quality teachers, it is impossible to impart effective education. The curriculum, instructional devices and other facilities are secondary to teacher in the learning process. Children are entrusted to the care of the teacher and it is therefore the sacred duty of the teacher to impart the right type of education and to make them good citizens. The teacher impresses pupils with personality.

The success of instruction is envisaged on the effectiveness of teacher which is reflected from students' feedback. Various teacher characteristics, especially emotional intelligence is highly decisive in providing effective education. Emotional intelligence is the ability to accurately identify and understand one's own emotional reactions and those of others, consisting of the ability to control one's emotions, and to use them to form good decisions, to act purposefully and to involve effectively in a given situation. Teachers possessing high degree of emotional intelligence can identify, understand, and behave effectively with the pupil and achieve acceptable rates of student growth.

NEED AND SIGNIFICANCE OF THE STUDY

Teachers are the most important resource in education reconstruction. Teacher effectiveness is the extent to which the teaching activity fulfils its intended purpose, function, and goals. Teachers are considered as professional personnel involved in direct student instruction involving planning, organising and conducting group activities whereby students' knowledge, skills and attitudes develop as stipulated by educational programmes. Emotional competence and social competence are widely recognised as important components for educational achievement and for life long learning.

Today we observe a number of problems in students. These include maladjustments, delinquencies, emotional disturbances, behavioural problems, and criminality. To overcome these problems, emotional intelligence skill is necessary. A teacher with high emotional intelligence can communicate the ingredients of emotional

intelligence such as confidence, curiosity, intentionality, self control, relatedness and cooperativeness to students. Emotionally intelligent teacher is creating a safer and more satisfying, caring, and productive school environment (Goleman, 1995). Emotional intelligence is useful in any place where interpersonal relationships are generated – schools, workplaces, home and other organisational settings.

Teachers are role models for students on how to regulate emotion appropriately in the classroom. It is important to consider ways to integrate emotional intelligence skills into each student for increased success. With students developing emotional intelligence skills more effectively, this would also help create a society that is more caring, supportive, and successful. Emotionally intelligent teacher definitely influence the pupil both in academic and personal field. Daniel Goleman has rightly remarked the opportunity for shaping the ingredients of emotional intelligence is in the earliest years. The emotional abilities, children acquire in the later life build on those of the earliest years (Goleman, 1995). Emotionally intelligent teacher thus impresses the child in the early period of study and achieves desired effects upon students.

Teachers have great potential to influence directly or indirectly to the betterment of their pupil's education. Effective Teacher means a teacher whose students achieve acceptable rates of student growth. Teacher effectiveness is a matter of the degree to which a teacher achieves desired effects upon students. The pupils get strong messages about emotional competence from teachers and their daily lives. An emotionally intelligent teacher reinforces emotional skills to the pupils. Such teachers will be approachable for the pupils. Consequently the pupils develop positive attitude towards these teachers.

The foregoing discussions obviously portray the relevance and importance of emotional intelligence in bringing out effectiveness in instruction. Hence the study focuses on the relationship between emotional intelligence and effectiveness of primary school teachers. The review of related studies revealed that only very few studies have been conducted on emotional intelligence of teachers in our country especially in the area of primary education. In this context, a study of the emotional intelligence of teachers at primary level in relation with their effectiveness in teaching assumes major importance, since it contributes directly or indirectly towards improving the quality of primary education which is a great concern at present.

STATEMENT OF THE PROBLEM

The present study is undertaken with objective of testing the relationship between emotional intelligence and teacher effectiveness of primary school teachers in Kerala State. Thus the study is entitled as: **RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS IN KERALA STATE**.

OBJECTIVES OF THE STUDY

The objectives of the study are:

1. To find out the emotional intelligence of primary school teachers in Kerala State for the total sample and relevant sub samples.
2. To find out the emotional intelligence of primary school teachers with respect to the components such as personal efficacy, interpersonal efficacy and intrapersonal efficacy for the total sample and relevant sub samples.
3. To assess the teacher effectiveness of primary school teachers in Kerala State for the total sample and relevant sub samples.
4. To assess the teacher effectiveness of primary schools teachers with respect to the components such as preparation and planning for teaching, class room management, knowledge of subject matter, teacher characteristics and interpersonal relations for the total sample and relevant sub samples.
5. To find out the relationship between emotional intelligence and teacher effectiveness of primary school teachers in Kerala State for the total sample and relevant sub samples.
6. To find out the relationship between different components of emotional intelligence such as personal efficacy, interpersonal efficacy and intrapersonal efficacy and teacher effectiveness of primary school teachers in Kerala State for the total sample and relevant sub samples.
7. To find out the prediction equation for teacher effectiveness using the best predictors of emotional intelligence.
8. To find out the relationship between different components of teacher effectiveness such as preparation and planning for teaching, class room management, knowledge of subject matter, teacher characteristics and interpersonal relations and emotional intelligence.

9. To find out the prediction equation for emotional intelligence using the best predictors of teacher effectiveness.
10. To find out the relationship between emotional intelligence of primary school teachers and pupils' attitude towards their teachers for the total sample and relevant sub samples.
11. To find out the relationship between teacher effectiveness of primary school teachers and pupils' attitude towards their teachers for the total sample and relevant sub samples.

HYPOTHESES OF THE STUDY

Keeping in view of the objectives of the study, the following hypotheses were formulated.

1. There is significant difference in emotional intelligence among the sub samples of primary school teachers in Kerala State.
2. There is significant difference in emotional intelligence among the sub samples of primary school teachers in Kerala State with reference to the components such as personal efficacy, interpersonal efficacy and intrapersonal efficacy.
3. There is significant difference in teacher effectiveness among the sub samples of primary school teachers in Kerala State.
4. There is significant difference in teacher effectiveness among the sub samples of primary school teachers in Kerala State with reference to the components such as preparation and planning for teaching, class room management, knowledge of subject matter, teacher characteristics and interpersonal relations.
5. There is significant relationship between emotional intelligence and teacher effectiveness of primary school teachers in Kerala State for the total sample and relevant sub samples.
6. There is significant relationship between different components of emotional intelligence such as personal efficacy, interpersonal efficacy and intrapersonal efficacy and teacher effectiveness of primary school teachers in Kerala State for the total sample and relevant sub samples.
7. There is significant relationship between different components of teacher effectiveness such as preparation and planning for teaching, class room management, knowledge of subject matter, teacher characteristics and interpersonal relations and

emotional intelligence of primary school teachers in Kerala State for the total sample and relevant sub samples.

8. There is significant relationship between emotional intelligence of primary school teachers and pupils' attitude towards their teachers for the total sample and relevant sub samples.
9. There is significant relationship between teacher effectiveness of primary school teachers and pupils' attitude towards their teachers for the total sample and relevant sub samples.

METHODOLOGY IN BRIEF

For the present study "Relationship between Emotional Intelligence and Effectiveness of Primary School Teachers in Kerala State," normative survey method was adopted. Considering the nature of the study, multistage stratified random sampling technique was employed for the selection of the sample. Thus the sample included teachers and students belonged to 150 schools randomly selected from all districts in Kerala. The sample consisted of 756 primary school teachers and 1500 pupils (a group of 10 pupils for each teacher) studying in standard V, VI and VII. To collect the required data from the sample of teachers and students, various tools were used in the present study. In order to assess the emotional intelligence of primary school teachers, the investigator made use of an Emotional Intelligence Inventory prepared and standardised by Thomas and Sushama (2003). To quantify the teacher effectiveness, the Kulsum Teacher Effectiveness Scale (2000) was employed. The attitude of students towards their teachers was measured by using a Likert type attitude scale (prepared by the investigator). The collected data were consolidated, codified suitably and subjected to analysis. For analysing the data suitable statistical techniques such as, Karl Pearson's product moment coefficient of correlation, critical ratio, Analysis of Variance, Scheffe's test of multiple comparison, and stepwise regression analysis were majorly employed in this study.

MAJOR FINDINGS AND CONCLUSIONS OF THE STUDY

I. FINDINGS AND CONCLUSIONS BASED ON THE DESCRIPTIVE ANALYSIS OF EMOTIONAL INTELLIGENCE

1. EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL TEACHERS IN KERALA STATE FOR THE TOTAL SAMPLE

The distribution of emotional intelligence scores for the total sample is slightly

leptokurtic and negatively skewed. It indicates the possession of high emotional intelligence among the primary school teachers.

The mean score of emotional intelligence for the whole sample is 160.1, median is 162.5 and mode is 167.3. The standard deviation is 36.01; skewness -0.199; and kurtosis 0.183.

2. EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL TEACHERS IN KERALA STATE WITH RESPECT TO VARIOUS FACTORS

2.1. EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL TEACHERS WITH RESPECT TO THE FACTOR - PERSONAL EFFICACY

The distribution of personal efficacy scores for the total sample is slightly leptokurtic and negatively skewed. It indicates the possession of high personal efficacy among the primary school teachers.

The mean score of personal efficacy for the whole sample is 86.28, median is 87.53 and mode is 89.88. The standard deviation is 19.86, skewness is -0.187 and kurtosis is 0.201.

2.2 EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL TEACHERS WITH RESPECT TO THE FACTOR - INTERPERSONAL EFFICACY

The distribution of interpersonal efficacy scores for the total sample is slightly leptokurtic and negatively skewed. It indicates the possession of high interpersonal efficacy among the primary school teachers.

The mean score of interpersonal efficacy for the whole sample is 33.62, median is 34.00 and mode is 34.68. The standard deviation is 7.19, skewness is -0.158 and kurtosis is 0.161.

2.3 EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL TEACHERS WITH RESPECT TO THE FACTOR - INTRAPERSONAL EFFICACY

The distribution of intrapersonal efficacy scores for the total sample is slightly leptokurtic and negatively skewed. It indicates the possession of high intrapersonal efficacy among the primary school teachers.

The mean score of intrapersonal efficacy for the whole sample is 40.24, median is 40.59 and mode is 41.29. The standard deviation is 8.99, skewness is -0.116 and kurtosis is 0.108.

II. FINDINGS AND CONCLUSIONS BASED ON THE DESCRIPTIVE ANALYSIS OF TEACHER EFFECTIVENESS

1. TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS IN KERALA STATE FOR THE TOTAL SAMPLE

The distribution of teacher effectiveness scores for the total sample is leptokurtic and negatively skewed. It indicates the possession of high teacher effectiveness among the primary school teachers.

The mean score of teacher effectiveness for the whole sample is 448.90, median is 451.00 and mode is 455.4. The standard deviation is 47.16, skewness -0.133 and kurtosis is 0.198.

2. TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS IN KERALA STATE WITH RESPECT TO ITS VARIOUS FACTORS

2.1 TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS WITH RESPECT TO THE FACTOR - PREPARATION AND PLANNING FOR TEACHING

The distribution of preparation and planning for teaching scores for the total sample is leptokurtic and negatively skewed. It indicates the possession of high level of preparation and planning for teaching among the primary school teachers.

The mean score of preparation and planning for teaching the whole sample is 90.63; median is 91.08; and mode 91.98. The standard deviation is 9.95, skewness -0.135 and kurtosis 0.248.

2.2 TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS WITH RESPECT TO THE FACTOR - CLASSROOM MANAGEMENT

The distribution of classroom management scores for the total sample is leptokurtic and negatively skewed. It indicates the possession of high level of classroom management among the primary school teachers.

The mean score of classroom management for the whole sample is 95.86, median is 95.98 and mode is 96.22. The standard deviation is 10.07, skewness is -0.036 and kurtosis is 0.163.

2.3 TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS WITH RESPECT TO THE FACTOR - KNOWLEDGE OF SUBJECT MATTER

The distribution of knowledge of subject matter scores for the total sample is leptokurtic and negatively skewed. It indicates the possession of high level of knowledge of subject matter among the primary school teachers.

The mean score of knowledge of subject matter for the whole sample is 48.37, median is 48.69 and mode is 49.01. It is also found that the standard deviation is 4.84; skewness is -0.198; and kurtosis is 0.223.

2.4 TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS WITH RESPECT TO THE FACTOR - TEACHER CHARACTERISTICS

The distribution of teacher characteristics scores for the total sample is slightly platykurtic and negatively skewed. It indicates the possession of high level of teacher characteristics among the primary school teachers.

The mean score of teacher characteristics for the whole sample is 123.14, median is 123.59 and mode is 124.50. The standard deviation is 12.70, skewness is -0.106 and kurtosis is 0.277.

2.5 TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS WITH RESPECT TO THE FACTOR - INTERPERSONAL RELATIONS

The distribution of interpersonal relations scores for the total sample is slightly platykurtic and negatively skewed. It indicates the possession of high level of interpersonal relations among the primary school teachers.

The mean score of interpersonal relations for the whole sample is 90.90, median is 91.25 and mode is 92.18. The standard deviation is 9.90, skewness is -0.106 and kurtosis is 0.288.

III. FINDINGS AND CONCLUSIONS BASED ON THE OBJECTIVES OF THE STUDY

1. EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL TEACHERS IN KERALA STATE FOR THE TOTAL SAMPLE AND RELEVANT SUB SAMPLES

1.1 EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL TEACHERS IN KERALA STATE FOR THE TOTAL SAMPLE

70.4% percentages of primary school teachers in Kerala State have average level of emotional intelligence, 13.4% have low emotional intelligence and 16.3% of

teachers have high level of emotional intelligence. There exist significant pair wise differences in the emotional intelligence scores of high, average and low emotionally intelligent teachers.

The mean and standard deviation of the emotional intelligence scores of total sample are 160.1 and 36.01 respectively. The mean score of low group is 98.48, average group is 159.57 and high group is 211.93. The score of standard deviation of low group is 13.61, average group is 23.28 and high group is 8.71. The calculated '*F*' value is significant. (F=1002.10, df (2, 753), p <.01).

1.2 EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL TEACHERS IN KERALA STATE AMONG VARIOUS SUBSAMPLES

1.2.1 COMPARISON OF EMOTIONAL INTELLIGENCE AMONG PRIMARY SCHOOL TEACHERS BASED ON LOCALE

There exists a significant difference between the mean score of emotional intelligence of rural primary school teachers and that of urban primary school teachers. The urban teachers have high emotional intelligence than the rural teachers.

The mean score of emotional intelligence of rural teachers is 144.71 and standard deviation is 36.35. Urban teachers have the mean score of 175.59 and standard deviation of 28.25. C.R. = 13.04, p < .01.

1.2.2 COMPARISON OF EMOTIONAL INTELLIGENCE AMONG PRIMARY SCHOOL TEACHERS BASED ON GENDER

There exists no significant difference between the mean score of emotional intelligence of male primary school teachers and that of female primary school teachers. That implies that male teachers and female teachers do not differ significantly regarding their emotional intelligence.

The mean score of emotional intelligence of male teachers is 162.26 and standard deviation is 37.16. Female teachers have the mean score of 159.62 and standard deviation of 35.73. C.R. = 0.97, p > .01.

1.2.3 COMPARISON OF EMOTIONAL INTELLIGENCE AMONG PRIMARY SCHOOL TEACHERS BASED ON EDUCATIONAL QUALIFICATION

There exists significant difference between the mean score of emotional intelligence of teachers having TTC or equivalent and that of teachers having B.Ed

or above. Teachers having TTC or equivalent have higher emotional intelligence than that of the teachers having B.Ed or above qualification.

The mean score of emotional intelligence of teachers having TTC or equivalent is 162.30 and standard deviation is 36.64. For teachers having B.Ed or above, the mean is 156.64 and standard deviation is 34.92. C.R. = 2.16, $p < .05$.

1.2.4 COMPARISON OF EMOTIONAL INTELLIGENCE AMONG PRIMARY SCHOOL TEACHERS BASED ON EXPERIENCE

There exists significant difference between the mean score of emotional intelligence of teachers having teaching experience below 15 years and that of teachers having teaching experience 15 years or above. Teachers having teaching experience 15 years or above have higher emotional intelligence than that of the teachers with below 15 years of teaching experience.

The mean score of emotional intelligence of teachers having teaching experience below 15 years is 157.82 and standard deviation is 34.47. For teachers having above 15 years experie4nce, the mean is 164.32 and standard deviation is 38.43. C.R. = 2.45, $p < .05$.

1.2.5 COMPARISON OF EMOTIONAL INTELLIGENCE AMONG PRIMARY SCHOOL TEACHERS BASED ON TYPE OF SCHOOL MANAGEMENT

There exists no significant difference between emotional intelligence of teachers working in different types of management such as government, aided and unaided.

The calculated '*F*' value (2.579) does not exceed the *F* critical value 3.00 (df =2, 753) at .05 level of significance.

1.3 EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL TEACHERS WITH RESPECT TO VARIOUS FACTORS

1.3.1 COMPARISON OF VARIOUS FACTORS OF EMOTIONAL INTELLIGENCE OF RURAL AND URBAN TEACHERS

The urban teachers significantly differ from rural teachers with regard to various factors of emotional intelligence such as personal efficacy, interpersonal efficacy and intrapersonal efficacy. The urban teachers are superior to rural counterparts in all the possession of all the factors.

For the factor personal efficacy, the mean score of urban teachers (94.80) is greater than that (77.75) of rural teachers. C.R. = 13.06, $p < .01$.

For the factor interpersonal efficacy, the mean score of urban teachers (36.79) is greater than that (30.46) of rural teachers. C.R. = 13.47, $p < .01$.

For the factor intrapersonal efficacy, the mean score of urban teachers (44.16) is greater than that (36.33) of rural teachers. C.R. = 13.29, $p < .01$.

1.3.2 COMPARISON OF VARIOUS FACTORS OF EMOTIONAL INTELLIGENCE OF MALE AND FEMALE TEACHERS

The primary teachers differ significantly in the factor interpersonal efficacy of emotional intelligence with respect to gender. The male teachers possess greater interpersonal efficacy than that of female teachers. However there is no significant difference regarding the factors personal efficacy and intrapersonal efficacy with respect to gender.

For the factor interpersonal efficacy, the mean score of male teachers (34.56) is greater than that (33.01) of rural teachers. C.R. = 2.87, $p < .01$.

For the factor personal efficacy, the mean score of male teachers is 87.08 and that of female teachers is 85.74; C.R. = 0.88, $p > .05$.

For the factor intrapersonal efficacy, the mean score of male teachers is 41.01 and that of female teachers is 39.71; C.R. = 1.89, $p > .05$.

1.3.3 COMPARISON OF VARIOUS FACTORS OF EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL TEACHERS POSSESSING DIFFERENT EDUCATIONAL QUALIFICATIONS

The primary teachers differ significantly in the factor personal efficacy of emotional intelligence with respect to educational qualifications. The teachers possessing TTC or equivalent qualifications have greater personal efficacy than that of teachers possessing B.Ed or above qualifications. However there is no significant difference regarding the factors interpersonal efficacy and intrapersonal efficacy with respect to educational qualifications.

For the factor personal efficacy, the mean score of teachers with TTC or equivalent qualifications (87.92) is greater than that (84.14) of teachers with B.Ed or above qualifications. C.R. = 2.63, $p < .01$.

For the factor interpersonal efficacy, the mean score of teachers with TTC or equivalent qualifications is 34.06 and that of teachers with B.Ed or above qualifications is 33.15; C.R. = 1.75, p > .05.

For the factor intrapersonal efficacy, the mean score of teachers with TTC or equivalent qualifications is 40.37 and that of teachers with B.Ed or above qualifications is 40.17; C.R. = 0.31, p > .05.

1.3.4 COMPARISON OF VARIOUS FACTORS OF EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL TEACHERS WITH RESPECT TO EXPERIENCE

The primary teachers differ significantly in the factor personal efficacy of emotional intelligence with respect to teaching experience. The teachers possessing 15 years or more teaching experience have greater personal efficacy than that of teachers possessing below 15 years of service. However there is no significant difference regarding the factors interpersonal efficacy and intrapersonal efficacy with respect to teaching experience.

For the factor personal efficacy, the mean score of teachers having below 15 years experience (84.10) is less than that (88.19) of teachers with 15 years or more experience. C.R. = 2.78, p < .01.

For the factor interpersonal efficacy, the mean score of teachers having below 15 years experience is 33.43 and that of teachers with 15 years or more experience is 33.82; C.R. = 0.66, p > .05.

For the factor intrapersonal efficacy, the mean score of teachers having below 15 years experience is 40.18 and that of teachers with 15 years or more experience is 40.31; C.R. = 0.20, p > .05.

1.3.5 COMPARISON OF VARIOUS FACTORS OF EMOTIONAL INTELLIGENCE AMONG TEACHERS OF DIFFERENT TYPES OF SCHOOL MANAGEMENT

The primary school teachers of different types of management do not differ significantly regarding the factor personal efficacy of emotional intelligence.

The calculated *F* value (1.649) with degrees of freedom (2, 753), does not exceed the critical value 3.00 at .05 level of significance.

The primary school teachers of different types of management - government, aided and unaided schools - do not differ significantly regarding the factor interpersonal efficacy of emotional intelligence.

The calculated *F* value (2.863) with degrees of freedom (2, 753), does not exceed the critical value 3.00 at .05 level of significance.

The primary school teachers of different types of management - government, aided and unaided schools - do not differ significantly regarding the factor intrapersonal efficacy of emotional intelligence.

The calculated *F* value (0.873) with degrees of freedom (2, 753), does not exceed the critical value 3.00 at .05 level of significance.

2. TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS IN KERALA STATE FOR THE TOTAL SAMPLE AND RELEVANT SUB SAMPLES

2.1 TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS IN KERALA STATE FOR THE TOTAL SAMPLE

67.5% percentages of primary school teachers in Kerala State have average level of teacher effectiveness, 18.3% have high level of teacher effectiveness and 14.3% of teachers have low level of teacher effectiveness. There exist significant pair wise differences in the teacher effectiveness scores of teachers with high, average and low teacher effectiveness.

The mean and standard deviation of the teacher effectiveness scores are 448.90 and 47.16 respectively. The mean score of low group is 367.78, average group is 448.89 and high group is 512.46. The score of standard deviation of low group is 22.60, average group is 25.32 and high group is 14.74. The calculated '*F*' value is significant. ($F=1162.28$, df (2, 753), $p < .01$).

2.2 TEACHER EFFECTIVENESS OF PRIMARY SCHOOLS TEACHERS IN KERALA STATE AMONG THE SUB SAMPLES

2.2.1 COMPARISON OF TEACHER EFFECTIVENESS AMONG PRIMARY SCHOOL TEACHERS OF DIFFERENT LOCALE

There exists a significant difference between the teacher effectiveness of rural primary school teachers and that of urban teachers. The urban teachers have high teacher effectiveness than that of rural teachers.

The mean score of teacher effectiveness of rural teachers is 434.45 and standard deviation is 42.55. Urban teachers possess a high mean score of 463.35 and standard deviation is 47.16. C.R. = 8.84, $p < .01$.

2.2.2 COMPARISON OF TEACHER EFFECTIVENESS AMONG PRIMARY SCHOOL TEACHERS OF DIFFERENT GENDER

There exists a significant difference between the teacher effectiveness of male primary school teachers and that of female teachers. The female teachers have greater teacher effectiveness than that of male teachers.

The mean score of teacher effectiveness of male teachers is 444.77 and standard deviation is 45.83. Female teachers have a greater mean score of 451.62 and standard deviation is 46.92. C.R. = 1.99, $p < .05$.

2.2.3 COMPARISON OF TEACHER EFFECTIVENESS AMONG PRIMARY SCHOOL TEACHERS OF DIFFERENT EDUCATIONAL QUALIFICATIONS

The primary school teachers having TTC or equivalent qualifications do not differ significantly from primary teachers having B.Ed or above qualifications with respect to total teacher effectiveness.

The mean score of teacher effectiveness of teachers with TTC or equivalent qualifications is 450.92 and standard deviation is 44.93. Teachers with B.Ed or above qualifications have the mean score of 446.26 and standard deviation of 45.73. C.R. = 1.40, $p > .05$.

2.2.4 COMPARISON OF TEACHER EFFECTIVENESS AMONG PRIMARY SCHOOL TEACHERS OF DIFFERENT EXPERIENCE

The primary school teachers having 15 years or more teaching experience do not differ significantly from teachers having less than 15 years of experience in the extent of total teacher effectiveness.

The mean score of teacher effectiveness (total) of teachers with 15 years or above experience is 451.76 and standard deviation is 47.01. Teachers with less than 15 years experience have the mean score of 445.65 and standard deviation of 45.12. C.R. = 1.82, $p > .05$.

2.2.5 COMPARISON OF TEACHER EFFECTIVENESS AMONG PRIMARY SCHOOL TEACHERS OF DIFFERENT TYPES OF SCHOOL MANAGEMENT

The primary school teachers of different types of management do not differ significantly in their total teacher effectiveness.

The calculated *F* value (2.915) at 2, and 753 degrees of freedom, does not exceed the critical value (3.00) at .05 level.

2.3 TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS WITH RESPECT TO VARIOUS FACTORS

2.3.1 COMPARISON OF VARIOUS FACTORS OF TEACHER EFFECTIVENESS OF RURAL AND URBAN TEACHERS

The urban teachers significantly differ from rural teachers with regard to various factors of teacher effectiveness such as preparation and planning for teaching, knowledge of subject matter, and interpersonal relations. The urban teachers are superior to their rural counterparts in the possession of all these factors. However the urban teachers do not differ significantly with the rural teachers with respect to the factors such as class room management and teacher characteristics.

For the factor preparation and planning for teaching, the mean score of urban teachers (92.31) is greater than that (88.96) of rural teachers. C.R. = 4.85, $p < .01$.

For the factor knowledge of subject matter, the mean score of urban teachers (49.42) is greater than that (47.73) of rural teachers. C.R. = 4.83, $p < .01$.

For the factor interpersonal relations, the mean score of urban teachers (91.48) is greater than that (89.52) of rural teachers. C.R. = 2.61, $p < .01$.

For the factor class room management, the mean score of urban teachers is 95.72 and that of rural teachers is 95.99; C.R. = 0.36, $p > .05$.

For the factor teacher characteristics, the mean score of urban teachers is 122.97 and that of rural teachers is 123.61; C.R. = 0.74, $p > .05$.

2.3.2 COMPARISON OF VARIOUS FACTORS OF TEACHER EFFECTIVENESS OF MALE AND FEMALE TEACHERS

The male teachers significantly differ from female teachers with regard to various factors of teacher effectiveness such as preparation and planning for teaching, class room management, knowledge of subject matter, and interpersonal relations. The female teachers are superior to their male counterparts in the possession of all these factors. However the male teachers do not differ significantly with the female teachers with respect to the factor teacher characteristics.

For the factor preparation and planning for teaching, the mean score of female teachers (91.74) is greater than that (88.94) of male teachers. C.R. = 5.28, $p < .01$.

For the factor class room management, the mean score of female teachers (96.54) is greater than that (94.83) of male teachers. C.R. = 2.25, $p < .05$.

For the factor knowledge of subject matter, the mean score of female teachers (49.04) is greater than that (47.34) of male teachers. C.R. = 4.52, $p < .01$.

For the factor interpersonal relations, the mean score of female teachers (91.72) is greater than that (89.65) of male teachers. C.R. = 3.91, $p < .01$.

For the factor teacher characteristics, the mean score of female teachers is 122.58, and that of male teachers is 123.98; C.R. = 0.74, $p > .05$.

2.3.3 COMPARISON OF VARIOUS FACTORS OF TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS HAVING DIFFERENT EDUCATIONAL QUALIFICATIONS

The teachers with TTC or equivalent qualifications significantly differ from teachers with B.Ed or above qualifications with regard to the factors such as knowledge of subject matter and interpersonal relations. The teachers with TTC or equivalent qualifications are superior to the teachers with B.Ed or above qualifications in the possession of these factors. However, the teachers with TTC or equivalent qualifications do not differ significantly with the teachers with B.Ed or above qualifications with respect to the factors preparation and planning for teaching, class room management, and teacher characteristics.

For the factor knowledge of subject matter, the mean score of teachers with TTC or equivalent qualifications (48.96) is greater than that (47.59) of teachers with B.Ed or above qualifications. C.R. = 4.03, $p < .01$.

For the factor interpersonal relations, the mean score of teachers with TTC or equivalent qualifications (91.67) is greater than that (89.89) of teachers with B.Ed or above qualifications. C.R. = 2.69, $p < .01$.

For the factor preparation and planning for teaching, the mean score of teachers with TTC or equivalent qualifications is 91.06, and that of teachers with B.Ed or above qualifications is 90.07; C.R. = 1.38, $p > .05$.

For the factor class room management, the mean score of teachers with TTC or equivalent qualifications is 95.98, and that of teachers with B.Ed or above qualifications is 95.70; C.R. = 0.39, $p > .05$.

For the factor teacher characteristics, the mean score of teachers with TTC or equivalent qualifications is 123.24, and that of teachers with B.Ed or above qualifications is 123.01; C.R. = 0.25, $p > .05$.

2.3.4 COMPARISON OF VARIOUS FACTORS OF TEACHER EFFECTIVENESS AMONG PRIMARY SCHOOL TEACHERS WITH RESPECT TO EXPERIENCE

The teachers with 15 years or above teaching experience significantly differ from teachers with below 15 years teaching experience with regard to the factors such as preparation and planning for teaching, class room management, knowledge of subject matter and teacher characteristics. The teachers with 15 years or above teaching experience are superior to the teachers with below 15 years teaching experience in the possession of the factors preparation and planning for teaching, class room management, and teacher characteristics. But teachers with below 15 years teaching experience have greater knowledge of subject matter compared to the teachers with 15 years or above teaching experience. However, the teachers with 15 years or above teaching experience do not differ significantly with the teachers with below 15 years teaching experience with respect to the factor interpersonal relations.

For the factor preparation and planning for teaching, the mean score of teachers with 15 years or above teaching experience (91.23) is greater than that (89.95) of teachers with below 15 years teaching experience. C.R. = 2.85, $p < .01$.

For the factor class room management, the mean score of teachers with 15 years or above teaching experience (96.84) is greater than that (94.75) of teachers with below 15 years teaching experience. C.R. = 4.09, $p < .01$.

For the factor teacher characteristics, the mean score of teachers with 15 years or above teaching experience (124.56) is greater than that (121.53) of teachers with below 15 years teaching experience. C.R. = 4.45, $p < .01$.

For the factor knowledge of subject matter, the mean score of teachers with 15 years or above teaching experience (47.94) is less than that (48.86) of teachers with below 15 years teaching experience. C.R. = 2.49, $p < .05$.

For the factor interpersonal relations, the mean score of teachers with 15 years or above teaching experienc is 91.18, and that of teachers with below 15 years teaching experience is 90.58; C.R. = 0.87, $p > .05$.

2.3.5 COMPARISON OF VARIOUS FACTORS OF TEACHER EFFECTIVENESS AMONG PRIMARY SCHOOL TEACHERS OF DIFFERENT TYPES OF SCHOOL MANAGEMENT

The primary school teachers of different types of school management differ significantly regarding the factor preparation and planning for teaching.

The mean score of low group (government school teachers) is 400.70, average group (aided school teachers) is 454.39 and high group (unaided school teachers) is 493.03. The score of standard deviation of low group is 13.02, average group is 15.19 and high group is 20.18. The calculated *F* value (5.623) with degrees of freedom (2, 753), exceeds the critical value 4.63 at .01 level of significance.

The primary school teachers of different types of school management do not differ significantly regarding the factor class room management.

The calculated *F* value (2.651) with degrees of freedom (2, 753), does not exceed the critical value 3.00 at .05 level of significance.

The primary school teachers of different types of school management do not differ significantly regarding the factor knowledge of subject matter.

The calculated *F* value (2.738) with degrees of freedom (2, 753), does not exceed the critical value 3.00 at .05 level of significance.

The primary school teachers of different types of school management do not differ significantly regarding the factor teacher characteristics.

The calculated *F* value (2.397) with degrees of freedom (2, 753), does not exceed the critical value 3.00 at .05 level of significance.

The primary school teachers of different types of school management do not differ significantly regarding the factor inter personal relations.

The calculated *F* value (2.791) with degrees of freedom (2, 753), does not exceed the critical value 3.00 at .05 level of significance.

3. RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS IN KERALA STATE

3.1 RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS FOR THE TOTAL SAMPLE

There is a substantial relationship between emotional intelligence and teacher effectiveness of primary school teachers for the total sample.

The co-efficient of correlation between emotional intelligence and teacher effectiveness for the whole sample (.671) exceeds the table value (.115) at .01 level, The obtained t value (24.84) is greater than the table value (2.58) at .01 level of significance with 754 degrees of freedom.

3.2 RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS FOR THE SUB SAMPLES

There is substantial relationship between emotional intelligence and teacher effectiveness among urban primary school teachers, aided primary school teachers, male primary school teachers, female primary school teachers, teachers with 15 years or more experience, teachers with below 15 years experience, teachers with T.T.C. or equivalent qualifications, and teachers with B.Ed or above qualifications.

The coefficients of correlation obtained in all cases (.715, .604, .651, .671, .636, . 694, .645, and .745 respectively) lie in between .60 - .80, the value needed for a substantial correlation. Also the t values in all cases (19.77, 11.88, 14.80, 19.28, 16.48, 18.08, 17.42, and 20.16 respectively) exceed the critical value (2.58) at .01 level of significance.

There is moderate relationship between emotional intelligence and teacher effectiveness among rural primary school teachers, unaided primary school teachers, and Government primary school teachers.

The coefficients of correlation obtained in all cases (.445, .512, and .533 respectively) lie in between .40 - .60, the value needed for a moderate correlation. Also the t values in all cases (9.66, 9.49 and 9.96 respectively) exceed the critical value (2.58) at .01 level of significance.

3.3 RELATIONSHIP BETWEEN VARIOUS FACTORS OF EMOTIONAL INTELLIGENCE AND TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS

3.3.1 RELATIONSHIP BETWEEN THE FACTOR PERSONAL EFFICACY OF EMOTIONAL INTELLIGENCE AND TEACHER EFFECTIVENESS

There is substantial relationship between the factor personal efficacy of emotional intelligence and teacher effectiveness of primary school teachers.

The co-efficient of correlation between personal efficacy scores and teacher effectiveness for the whole sample (.667) exceeds the table value (.115) at .01 level, The

obtained t value (24.58) is greater than the table value (2.58) at .01 level of significance with 754 degrees of freedom.

3.3.2 RELATIONSHIP BETWEEN THE FACTOR INTERPERSONAL EFFICACY OF EMOTIONAL INTELLIGENCE AND TEACHER EFFECTIVENESS

There is substantial relationship between the factor interpersonal efficacy of emotional intelligence and teacher effectiveness of primary school teachers.

The co-efficient of correlation between interpersonal efficacy scores and teacher effectiveness for the whole sample (.661) exceeds the table value (.115) at .01 level, The obtained t value (24.188) is greater than the table value (2.58) at .01 level of significance with 754 degrees of freedom.

3.3.3 RELATIONSHIP BETWEEN THE FACTOR INTRAPERSONAL EFFICACY OF EMOTIONAL INTELLIGENCE AND TEACHER EFFECTIVENESS

There is substantial relationship between the factor intrapersonal efficacy of emotional intelligence and teacher effectiveness of primary school teachers.

The co-efficient of correlation between interpersonal efficacy scores and teacher effectiveness for the whole sample (.662) exceeds the table value (.115) at .01 level, The obtained t value (24.243) is greater than the table value (2.58) at .01 level of significance with 754 degrees of freedom.

3.4 FINDINGS BASED ON STEPWISE REGRESSION ANALYSIS IN PREDICTING TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS USING CORRELATES OF EMOTIONAL INTELLIGENCE

The order of the correlates of emotional intelligence for predicting teacher effectiveness can be written as:

1. **Personal efficacy (x_1)**
2. **Intrapersonal efficacy (x_3)**
3. **Interpersonal efficacy (x_2)**

The regression equation for predicting teacher effectiveness can be written as

$$y = 1.929\ x_1 + 0.716\ x_3 + 1.856\ x_2 + 216.09.$$

When the predictor variable personal efficacy (R = .667) was entered in Step 1 analysis, the percentage variance was found to be 44.4. The obtained *F* value (602.902)

is greater than the table value 6.66 (degrees of freedom 1, 754) at .01 level of significance.

When intrapersonal efficacy was combined with personal efficacy in the Step 2 analysis, R raised to .712; i.e. the increment in R = .045. The percentage variance became 50.7. The obtained *F* value (301.179) is greater than the table value 6.66 (degrees of freedom 2, 753) at .01 level of significance.

In the Step 3 analysis when the variable interpersonal efficacy was entered, R increased to .755; i.e. the increment in R was .043. The percentage variance was found to be 57.0. The obtained *F* value (200.762) is greater than the table value 6.66 (degrees of freedom 3, 752) at .01 level of significance.

3.5 RELATIONSHIP BETWEEN VARIOUS FACTORS OF TEACHER EFFECTIVENESS AND EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL TEACHERS

3.5.1 RELATIONSHIP BETWEEN THE FACTOR PREPARATION AND PLANNING FOR TEACHING OF TEACHER EFFECTIVENESS AND EMOTIONAL INTELLIGENCE

There is substantial relationship between the factor preparation and planning for teaching of teacher effectiveness and emotional intelligence of primary school teachers.

The co-efficient of correlation between preparation and planning for teaching scores and emotional intelligence scores for the total sample (.666) exceeds the table value (.115) at .01 level, The obtained t value (24.515) is greater than the table value (2.58) at .01 level of significance with 754 degrees of freedom.

3.5.2 RELATIONSHIP BETWEEN THE FACTOR CLASSROOM MANAGEMENT OF TEACHER EFFECTIVENESS AND EMOTIONAL INTELLIGENCE

There is substantial relationship between the factor classroom management of teacher effectiveness and emotional intelligence of primary school teachers.

The co-efficient of correlation between classroom management scores and emotional intelligence scores for the total sample (.634) exceeds the table value (.115) at .01 level, The obtained t value (22.512) is greater than the table value (2.58) at .01 level of significance with 754 degrees of freedom.

3.5.3 RELATIONSHIP BETWEEN THE FACTOR KNOWLEDGE OF SUBJECT MATTER OF TEACHER EFFECTIVENESS AND EMOTIONAL INTELLIGENCE

There is substantial relationship between the factor knowledge of subject matter of teacher effectiveness and emotional intelligence of primary school teachers.

The co-efficient of correlation between knowledge of subject matter scores and emotional intelligence scores for the total sample (.641) exceeds the table value (.115) at .01 level, The obtained t value (22.932) is greater than the table value (2.58) at .01 level of significance with 754 degrees of freedom.

3.5.4 RELATIONSHIP BETWEEN THE FACTOR TEACHER CHARACTERISTICS OF TEACHER EFFECTIVENESS AND EMOTIONAL INTELLIGENCE

There is substantial relationship between the factor teacher characteristics of teacher effectiveness and emotional intelligence of primary school teachers.

The co-efficient of correlation between teacher characteristics scores and emotional intelligence scores for the total sample (.698) exceeds the table value (.115) at .01 level, The obtained t value (26.765) is greater than the table value (2.58) at .01 level of significance with 754 degrees of freedom.

3.5.5 RELATIONSHIP BETWEEN THE FACTOR INTERPERSONAL RELATIONS OF TEACHER EFFECTIVENESS AND EMOTIONAL INTELLIGENCE

There is substantial relationship between the factor interpersonal relations of teacher effectiveness and emotional intelligence of primary school teachers.

The co-efficient of correlation between interpersonal relations scores and emotional intelligence scores for the total sample (.67) exceeds the table value (.115) at .01 level, The obtained t value (24.782) is greater than the table value (2.58) at .01 level of significance with 754 degrees of freedom.

3.6 FINDINGS AND CONCLUSIONS BASED ON THE STEPWISE REGRESSION ANALYSIS IN PREDICTING EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL TEACHERS USING CORRELATES OF TEACHER EFFECTIVENESS

The order of the correlates of teacher effectiveness for predicting emotional intelligence can be written as:

1. **Teacher characteristics (x_4)**
2. **Interpersonal relations (x_5)**

3. **Preparation and planning for teaching (x_1)**
4. **Knowledge of subject matter (x_3)**
5. **Classroom management (x_2)**

The regression equation for predicting emotional intelligence can be written as

$$\mathbf{y = 3.25\ x_4 + 4.77\ x_5 + 2.69\ x_1 + 4.94\ x_3 + 2.70\ x_2 + 60.38}$$

When the predictor variable teacher characteristics (R = .698) was entered in Step 1 analysis, the percentage variance was found to be 48.4 and the obtained *F* value (715.279) is greater than the table value 6.66 (degrees of freedom 1, 754) at .01 level of significance.

In the Step 2 analysis when the variable interpersonal relations is entered, R raised to .770; i.e. the increment in R = .072. The percentage variance became 59.3. The obtained *F* value, 406.13 is greater than the table value 4.63 (degrees of freedom 2, 753) at .01 level of significance.

In the Step 3 analysis when the variable preparation and planning for teaching was entered, R increased to .816; i.e. the increment in R was .046. The percentage variance was increased to be 66.6. The obtained *F* value, 279.569 is greater than the table value 3.80 (degrees of freedom 3, 752) at .01 level of significance.

When the predictor variable knowledge of subject matter was entered in Step 4 analysis, R increased to .832; i.e. the increment in R was .016. The percentage variance was found to be 69.2 and the obtained *F* value (216.462) is greater than the table value 3.34 (degrees of freedom 4, 751) at .01 level of significance.

In the Step 5 analysis when the variable class room management was entered, R increased to .857; i.e. the increment in R was .025. Also the percentage variance was increased to 73.4. The obtained *F* value, 176.24 is greater than the table value 3.04 (degrees of freedom 5, 750) at .01 level of significance.

3.7 RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL TEACHERS AND THEIR PUPILS' ATTITUDE

3.7.1 RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL TEACHERS AND THEIR PUPILS' ATTITUDE FOR THE TOTAL SAMPLE

There is a moderate relationship between emotional intelligence of primary school teachers and their pupils' attitude.

The co-efficient of correlation between emotional intelligence scores of primary school teachers and their pupils' attitude scores for the total sample (.553) exceeds the table value (.115) at .01 level. The obtained t value (18.225) is greater than the table value (2.58) at .01 level of significance with 754 degrees of freedom.

3.7.2 RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL TEACHERS AND THEIR PUPILS' ATTITUDE FOR THE SUB SAMPLES

There is moderate relationship between emotional intelligence and pupils' attitude among rural primary school teachers, urban primary school teachers, Government primary school teachers, aided primary school teachers, unaided primary school teachers, male primary school teachers, female primary school teachers, teachers with T.T.C. or equivalent qualifications, teachers with B.Ed or above qualifications, teachers with 15 years or more experience, and teachers with below 15 years experience.

The coefficients of correlation obtained in all cases (.402, .463, .418, .501, .428, . 428, .471, .469, .498, .539, and .498 respectively) lie in between .40 - .60, the value needed for a moderate correlation. Also the t values in all cases (8.535, 10.102, 7.275, 9.079, 13.003, 7.547, 11.376, 10.960, 10.368, 12.798 and 10.774 respectively) exceed the critical value (2.58) at .01 level of significance.

3.8 RELATIONSHIP BETWEEN TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS AND THEIR PUPILS' ATTITUDE

3.8.1 RELATIONSHIP BETWEEN TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS AND THEIR PUPILS' ATTITUDE FOR THE TOTAL SAMPLE

There is a moderate relationship between teacher effectiveness of primary school teachers and their pupils' attitude.

The co-efficient of correlation between teacher effectiveness scores of primary school teachers and their pupils' attitude scores for the total sample (.456) exceeds the table value (.115) at .01 level. The obtained t value (14.06) is greater than the table value (2.58) at .01 level of significance with 754 degrees of freedom.

3.8.2 RELATIONSHIP BETWEEN TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS AND THEIR PUPILS' ATTITUDE FOR THE SUB SAMPLES

There is moderate relationship between teacher effectiveness and pupils' attitude among rural primary school teachers, urban primary school teachers, Government primary school teachers, aided primary school teachers, unaided primary school teachers, male primary school teachers, female primary school teachers, teachers with T.T.C. or equivalent qualifications, teachers with B.Ed or above qualifications, teachers with 15 years or more experience, and teachers with below 15 years experience.

The coefficients of correlation obtained in all cases (.412, .435, .435, .444, .467, . 405, .487, .419, .483, .498, and .501 respectively) lie in between .40 - .60, the value needed for a moderate correlation. Also the t values in all cases (8.790, 9.3427, 7.6385, 7.7719, 8.4169, 7.6465, 11.8807, 9.5244, 9.9595, 11.4855, and 10.8609 respectively) exceed the critical value (2.58) at .01 level of significance.

TENABILITY OF HYPOTHESES

The first hypothesis "there is significant difference in emotional intelligence among the sub samples of primary school teachers in Kerala State" is accepted based on the findings of the study.

The second hypothesis "there is significant difference in emotional intelligence among the sub samples of primary school teachers in Kerala State with reference to the components such as personal efficacy, interpersonal efficacy, and intrapersonal efficacy" is partially accepted based on the findings of the study.

The third hypothesis "there is significant difference in teacher effectiveness among the sub samples of primary school teachers in Kerala State" is tenable and accepted based on the findings of the study.

The fourth hypothesis "there is significant difference in teacher effectiveness among the sub samples of primary school teachers in Kerala State with reference to the components such as preparation and planning for teaching, class room management, knowledge of subject matter, teacher characteristics, and interpersonal relations" is partially accepted on the basis of the findings of the study.

The fifth hypothesis “there is significant relationship between emotional intelligence and teacher effectiveness of primary school teachers in Kerala State for the total sample and relevant sub samples” is tenable and accepted based on the findings of the study.

The sixth hypothesis “there is significant relationship between different components of emotional intelligence such as personal efficacy, interpersonal efficacy, and intrapersonal efficacy and teacher effectiveness of primary school teachers in Kerala State for the total sample and relevant sub samples” is tenable and accepted based on the findings of the study.

The seventh hypothesis “there is significant relationship between different components of teacher effectiveness such as preparation and planning for teaching, class room management, knowledge of subject matter, teacher characteristics, and interpersonal relations and emotional intelligence of primary school teachers in Kerala State for the total sample and relevant sub samples” is tenable and accepted based on the findings.

The eighth hypothesis “there is significant relationship between emotional intelligence of primary school teachers and pupils’ attitude towards their teachers for the total sample and relevant sub samples” is tenable and accepted on the basis of the findings of the study.

The ninth hypothesis “there is significant relationship between teacher effectiveness of primary school teachers and pupils’ attitude towards their teachers for the total sample and relevant sub samples” is tenable and accepted on the basis of the findings.

SUGGESTIONS BASED ON THE STUDY

The following suggestions are put forward based on the findings of the present study.

1. The school syllabi and curriculum should be designed and structured so that the teachers can include elements of emotional intelligence in their instructional process.
2. Include emotional intelligence facilitation programmes for teachers in the regular in-service courses of State Council of Educational Research and Training (SCERT), and District Institutes of Education and Training (DIETs).

3. Conduct programmes at Block Resource Centres (Sarva Siksha Abhiyan Training Centres for teachers at sub-district level) to develop emotional intelligence among school teachers.
4. Steps to be taken to reduce the present teacher-pupil ratio in the schools of Kerala so as to facilitate effective teacher-pupil relationship.
5. Allow time in the school time table exclusively for teacher-pupil interactive sessions.
6. Regular evaluation of teachers based on the feedback of students should be done by the heads of the institutions. This feedback should be communicated to the teachers so as to facilitate their improvement.
7. Provide special training programmes for student teachers to develop emotional intelligence and teacher effectiveness.
8. Restructure the curriculum for teacher education programmes incorporating elements of emotional intelligence.
9. Include items in the teacher eligibility tests at various levels to assess the emotional intelligence and teacher effectiveness.
10. Include items to ensure the possession of emotional intelligence of candidates during the selection procedure of teachers.

SUGGESTIONS FOR FURTHER RESEARCH

The following suggestions are made for further research based on the present study.

1. The present study can be conducted on other levels of education - secondary schools, higher secondary schools, colleges, etc.
2. The same study can be extended to the other districts of the state to get more generalisable findings.
3. A study to develop a strategy for developing emotional intelligence among teachers can be conducted.
4. A study on the relationship of emotional intelligence and home environment of teachers can be conducted.
5. This study can be extended with other ingredients of emotional intelligence.
6. Studies can be conducted on the effectiveness of various strategies to enhance emotional intelligence as well as teacher effectiveness.
7. A study can be conducted to investigate the relationship of emotional intelligence with relevant areas of multiple intelligence.